

IMPROVING VOCABULARY USING INITIAL LETTERS GAME AT THE FOURTH GRADE OF SDN HARAPAN 01 CIMAHI.

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Abstract

Improving Vocabulary Using Initial Letters Game at The Fourth Grade of SDN Harapan 01 Cimahi. This research conducted to find out students' vocabulary achievement through initial letter game. The subjects of this research were class IV of SDN Harapan 1 Cimahi. The data collected using Classroom Action Research including two cycles and each cycle consist of pretest and the post-test of vocabulary tests. After the implementation of initial letter game activities in first cycle and second cycle, the students' vocabulary score is getting better. It can be seen from the result of the students' post-test average score, cycle 1 was 67,50 and cycle 2 was 85,2. The result showed that Initial letters game can improved the students' vocabulary and can motivated students for learn English

Keywords: Initial Letters Game, Vocabulary

INTRODUCTION

English as an international language, majority used by people all over the world, such as in the trade sectors, politics and also in education sector, because of it English to be important thing that should be learnt. In Indonesia English is taught from Elementary school until university level.

Vocabulary as a part of all English skills that must be taught by students. According to Nunan (1991 :117), vocabulary is one of important part to use a second language (L2). By vocabulary mastery it can help students easier to learn, Vocabulary is tools which help students to communicate and express their idea.

Based on the interview that was done by the researcher, in the real life, the researcher found difficulties teaching English, especially for beginner level, or when they teaching English to young learners such as in the elementary school.

Related to the importance of vocabulary and some difficulties that found by researcher, it is needed to find out the effective method to improve students' vocabulary mastery. According to Cook (2016) to understanding unfamiliar word, people use of a variety of strategies such as guessing, using dictionaries, deducing meaning, from the word's form and relating it to cognates.

In this research, the researcher used Initial Letters Game as a technique to teach vocabulary, this game is adopted from the sundanese traditional game which called *gagarudaan* game.

According to Fitriyana (2016), *Gagarudaan* game is sundanese traditional game, the name *gagarudaan* is from word “*garuda*” that has mean “there are five” (from pancasila-five points), this game using fingers as a tool to count the letters.

In this research, researcher focused to find out the initial game as a technique to improve student vocabulary mastery.

Rivers in Nunan (1991), states that the vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions that may have learned for comprehensible communication.

According to Kridalaksana (2010), vocabulary is a component of language that contains all about meaning and using words in a language. It means vocabulary is constructed the sentence that has meaning and it is used in the language as a communication tools, either orally or written.

Another definition is come from Harmer (1999), vocabulary is more than a list of words, it is words, which express meaning, but meaning is a slippery concept. Some word may appear to be simple to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with. In other words, some vocabulary have complex meaning and simple meaning, Beside of all in the process to introduce new word to the student especially to young learners or the student in elementary school teaching vocabulary need to use the effective technique.

According to Cook (2016), to acquire new word, people use strategies such as repetition, organizing them in the mind, and linking them to existing knowledge. In initial letter technique which used by researcher According to Fitriyana (2016) the students must to collect and recognize the first letter of different words, then student find out the familiar word from the initial letters that, and then find out the word in English translation.

Fitriyana (2016), states in initial letters game activities can help students to see how they can use this awareness to guess words. Because of it the initial letter game can help the students to rich their vocabulary in easy way.

To make the students more interested, this technique beginning with *gagarudaan* game, one of sundanese traditional game that familiar with them.

The procedure in this game same with the initial letter game, according to Fitriyana (2016) as following:

- 1) On the group, the student sat on the circle way
- 2) Before do the game they agreed what kind the thing that will mentioned like about the fruit, animal, or anything
- 3) They are say “*gagarudaan aya lima dasar*” it is mean *gagarudaan* there are five while flipping back their hands
- 4) They show their finger with random way, such as 3 fingers, 2 fingers, or how many number they want, They are counting all of finger that showed with the alphabet, for example if there are showed 7 fingers, so they have to mentioned the thing that was agreed from letter, for example “G” for *Giraffe, goat, gorilla, etc.*

METHOD

This research is conducted at the fourth grade at SDN HARAPAN 1 state on Jl. Sisingamangaraja Pojok Utara 1, Gang Karya muda 2 no. 148, with the numbers of subject is 30 students, which was held in January 2018 the second semester of academic years 2018/2019. The research question of this research is improving students’ vocabulary mastery using initial letter game and has aimed to develop students’ vocabulary mastery.

The research design is qualitative research design, according to Suprijadi and Kaswan (2016), this is a research that places primary importance on study small samples to understanding things from the information point of view, and creating a rich and in-depth picture of the phenomena under investigation. Methodology research that have been used in this research, is Classroom Action Research, according to Costello in Suprijadi (2013:64) action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.

This research conducted from two cycles beginning with pretest, treatment or implementation of the technique, and closed with posttest, similarity, next to the cycle two by using the data from cycle one as a basis, and then observe to evaluated the success and failure of the treatment, those briefly procedure in this research according to Jacobs in Suprijadi and Kaswan (2013: 67) as follows:

- 1) Reflect, review what is already focus based on a problem or focus area is to learn more about the problem.
- 2) Planning this stage, the researcher gathering information and data in order to observe or capture the experience or monitor the practice.
- 3) Act, the researcher implements the plan or changes a practice and collects data.
- 4) Observe, the researcher synthesizes and analyzes the data.
- 5) Reflect, the researcher reflected their acts on and the information and communicates or reports it to other.
- 6) Plan, a new plan of action is developed to solve or investigate the problem from the first cycle.
- 7) Act, a new action is taken and data are collected
- 8) observe, the new data are analysis, synthesized, and interpreted.

After analyzing the score of the test, the researcher used statistical technique to find out the mean score. The formula to as stated by Ngadiso (2007:5-7) as follows:

$$M = \frac{\sum X}{N}$$

- M = Mean score
 $\sum X$ = Total score
 N = Total students

RESULTS AND DISCUSSION

a. Results

The result and discussion of this research are explaining briefly as follow:

1. Cycle 1

- a. Planning: in the planning stage the researcher, gathering data result to establish the treatment that applied, providing an instrument, and providing the material.
- b. Action: the teacher introduced many vocabulary that related with the material (about part of body), explaining about the initial letter game as a treatment in the research, and then the students practice the game to learning the vocabulary.
- c. Reflection: achieved
 - 1) Students interaction: the students interact with the other, because the students do the game in the group.

- 2) Motivation: the students' motivation is good enough, because the students learning by using game.
- 3) Classroom situation: the classroom situation is conducive during the game is happen.
Not achieved:
Vocabulary: the students less of vocabulary, some of they know the vocabulary in bahasa but they do not know in English.
- d. Reflection: maintained (motivation, Interaction, classroom situation), improvement (vocabulary).
2. Cycle 2
- a. Planning: improving vocabulary by using initial letter game.
- b. Action: students playing the initial letter game with the other students in the group.
- c. Observation: to improving students' vocabulary teacher is better to guiding the students to apply the initial letter game.
- d. Reflection: positive (motivation, interaction, classroom condition, vocabulary), negative (time management).

Table 1. Pre-test average score of cycle 1

No	Explanation	Control
1	The highest score	73
2	The lowest score	21
3	The average score	47

Table2. Post-test average score of cycle 1

No	Explanation	Control
1	The highest score	92
2	The lowest score	40
3	The average score	66

Table3. Post-test average result of Cycle 2

No	Explanation	Control
1	The highest score	100
2	The lowest score	46
3	The average score	73

Table 4. Post-test average result of Cycle 1 and 2

No	Explanation	Control
1	The highest score	100
2	The lowest score	40
3	The average score	70

From the result of the pre-test in cycle 1 founded the student was lack on the vocabulary, the finding was supported by the result of students' vocabulary score, the average score was 52,47, the score still far from was expected.

After the implementation of initial letter game activities in first cycle and second cycle, the students' vocabulary score is getting better. It can be seen from the result of the students' post-test average score in cycle, it was 67,63 and cycle 2 it was 85,2. It can be seen that the students' vocabulary mastery was improve or getting better.

Discussions

The research used initial games technique to develop student ability memorize and understanding of meaning in vocabulary as a based of english language specifically for young learner. From the research conducted it can be drawn some conclusions as follows:

- 1) Initial Games can improve student in this case is young learners to mastering based of english language of memorize vocabulary. And the teacher can help the students to connect with meaning and function of vocabulary. The student can learning in variety of ways for example: First, watching all student to answer questions from the teacher, Secondly listening a new vocabulary in activity lesson. Third, imitating how to speeling, speaking and make a sentence from vocabulary acquired and by doing the games to improve creativity, emotional, and cognitive.
- 2) Initial Games can make a learning english enjoyable and fun remember a vocabualry and compose a better situation in the class because a the students not only focus on the lesson, but also active in games and love to play used their imagination for stimulation interested.

CONCLUSION

Based on the result of the research, the researcher can conclude as follow:

- 1) The use of initial letters game technique can improve students vocabulary mastery. This improvement can be identified from the improvement of the students average scores.
- 2) Initial letter game technique is easy to apply, created a fun situation, and motivated the students to learning vocabulary in better way.
- 3) Teaching process is easier because the students is more familiar with initial letters game as one of a traditional game.

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